



California School Recognition Program

1999-2000 DISTINGUISHED ELEMENTARY SCHOOL INSTRUCTIONS AND APPLICATION

Current program information will be posted on the School Recognition Program Web site.
www.cde.ca.gov/ope/csrp

ELIGIBILITY CRITERIA: ASSESSMENT DATA

A school is eligible to submit a 1999-2000 Distinguished School Application if its 1999 Stanford edition 9 (SAT 9) assessment results placed it in the upper half of the statewide distribution. The names of those schools as determined by the CDE are posted on the School Recognition Program Web site at <http://www.cde.ca.gov/ope/csrp/eligibility.htm>. Please direct questions regarding SAT 9 eligibility to the School Recognition Program at (916) 657-3810.

ELIGIBILITY: 1998 DISTINGUISHED SCHOOLS, NEW SCHOOLS, AND CHARTER SCHOOLS

Schools that received the Distinguished School award in 1998 are not eligible to apply. All other elementary schools that are eligible based upon their statewide assessment scores may compete in the 1999-2000 recognition program. The 1998 Distinguished Schools are expected to mentor and provide leadership to other schools, and to actively share their expertise by providing staff to serve as application evaluators and site visitors for this year's program. The 1998 Distinguished Schools will be eligible to compete in the 2001-02 Elementary School Recognition Program. New schools and charter schools are welcome to apply if they are able to present a strong response to the comprehensive Scoring Rubric. All applicant schools are required to adhere to the application format as presented.

DEFINITION OF AN ELEMENTARY SCHOOL

For the purposes of this program, an elementary school is defined as any school with as many or more grade levels below grade 6 as the number of grade levels above grade 6. It is intended that K-8 schools apply in the elementary recognition cycle. Middle schools with only grades 5-8 and above apply in the secondary school recognition cycle.

INTENTION TO SUBMIT

The "*Intention to Submit*" document must be postmarked by Friday, November 12, 1999. It is preferred that the notifications be submitted on-line to the CDE at http://search.cde.ca.gov/distinguished_schools/2000intention.htm because of the volume anticipated. However, if it is not possible to submit on-line, you may either mail your *Intention* to the CDE or FAX it to (916) 657-4978.

This notification will enable us to validate eligibility, marshal our resources based upon the anticipated number of applications, and to screen potential competitors for unresolved legal compliance violations or discrimination complaints. Decisions regarding the eligibility of schools with unresolved compliance or complaint problems will be made by the CDE on a case-by-case basis.



1999-2000 California School Recognition Program

Timeline for Selection of Distinguished Elementary Schools

- | | |
|--|-------------------|
| ★ CDE mails 1999-2000 School Recognition Program application package to elementary principals, district superintendents, and county superintendents. | October 15, 1999 |
| ★ Schools return <i>Intention to Submit</i> forms to CDE. | November 12 |
| ★ CDE/County office technical assistance workshops for applicant schools. | October-November |
| ★ Compliance/complaint screening of applicant schools by CDE. | November-December |
| ★ Schools submit Distinguished School applications to CDE. | December 17 |
| ★ CDE screens applications for completeness and conformity with technical format specification. Acknowledges receipt. | Mid December |
| ★ CDE selects Anchor Papers for application scoring process. | December |
| ★ Local educators evaluate applications under the direction of CDE. | Jan.10-15, 2000 |
| ★ Statewide nominee recommendations prepared for State Superintendent review. <i>Approximately 150 schools will be selected as Nominees.</i> | Late January |
| ★ CDE and county offices notify district superintendents regarding school selection results. | February 1 |
| ★ CDE mails official notification letters to each school with written feedback from application evaluators. | Early February |
| ★ Site visits conducted by county offices of education and CDE. | February-March |
| ★ Registration packets for the Distinguished School Awards Ceremony and <i>Sharing Our Success</i> School Exhibits are mailed to nominee schools by CDE. | Late March |
| ★ CDE News Release—2000 Distinguished Elementary Schools announced. | April 7 |
| ★ 2000 Distinguished School Awards Ceremony and <i>Sharing Our Success</i> school exhibits. Disneyland Hotel, Anaheim. (School exhibits—morning and afternoon, Awards Ceremony—evening.) | Friday, May 5 |

Refer to School Recognition Program Web site for future updates.
<http://www.cde.ca.gov/oep/csrp/2000timeline.html>

TECHNICAL SPECIFICATIONS: Preparing the Application

PAPER, SPACING AND FONTS—All responses must be printed on standard 8-1/2" by 11" *white paper*, single spaced, with 3/4" margins on right, left, top, and bottom. Use normal spacing between lines. Do not use compressed type and make sure that the font style is optimally readable and easily reproducible. Examples of acceptable print sizes are: 10-point New York, 12-point Times New Roman, 12-point Palatino, etc.

SEQUENCE AND PAGINATION—Paginate your submittal and number all pages consecutively as follows:

Cover Page and School Directions	pp. 1-2
Section I, Demographic and Background Data	pp. 3-6
Section II, School Synopsis (a maximum of one page)	p. 7
Section III, Programs and Processes	
Part A, Collaborative Preparation of the Application	p. 8 (8a, if necessary)
Part B, Program Criteria, Questions 1-9 (a maximum of 11 pages)	pp. 9-19
Part C, <i>Optional Special Emphasis Area</i> , Question 10	pp. 20-21

Space limitations for Section II, *School Synopsis*, and Section III, *School Programs and Processes*, will be strictly enforced. Please confine the *School Synopsis* to one page. If your school is selected as a Distinguished School, the *School Synopsis* will be provided to media upon request, and also disseminated in a publication describing the 2000 Distinguished Schools. The primary narrative section, *School Programs and Processes*, may not exceed eleven (11) pages. If a full page is not used for one item, that space may be utilized for another question.

FORMAT—Each response to questions 1-9 in Section III, *School Programs and Processes*, must be numbered and the question restated for the reader. However, when restating the questions, *it is not necessary to include the italicized examples*, and a smaller font may be used. The prompts in italics that accompany the application questions are intended to guide responses. Pay special attention to any such italicized requests for information because evaluators will expect to find information directly related to these structured questions.

If a school adds pages or other attachments beyond those allowed in the application instructions, the additional pages and/or attachments will be removed before the readers evaluate the application. Applications will not be rejected for minor deviations from the prescribed format. However, if such deviations make the application more difficult to read, they may place the application at a disadvantage with the evaluators. It is acceptable and common to include color graphics, photos, etc., in the narrative.

COPIES—Each school is required to provide eight copies of the entire Distinguished School Application (an original plus seven copies, each printed back-to-back). The original and copies must be stapled in the upper left hand corner and submitted without decorative covers or bindings. In addition to the *School Synopsis* included in your application package, provide the *School Synopsis* on a 3½" computer diskette or as an attachment in e-mail (please refer to the instructions below).

ELECTRONIC FILE OF SCHOOL SYNOPSIS—We ask that you provide us with an additional copy of your *School Synopsis* either as an attachment in e-mail to kheiner@cde.ca.gov, or by mailing a 3½" computer diskette in either Windows or Macintosh format with your application. Documents must be saved in one of the following file formats: Macintosh Microsoft Word 4.0 - 5.1; Windows WordPerfect 5.0 - 8.0; Windows Microsoft Word (any version). Microsoft Word 97 is preferred. If other software is used, please save in plain-text format.

The following information must be provided on an external label attached to the disk: the county, district and school name; contact person and phone number; the word processing software package, including the version used (for example, Windows WordPerfect 6.1); and the format of the disk (PC or Mac).

COMPLETING THE APPLICATION

The application is designed to provide a description of your school's educational programs and the community that it serves. The presentation should accurately reflect the Background and Demographic Data described in Section I of the application. Remember that the information must be validated in a site visit if your school is selected as a statewide nominee.

COVER PAGE—The cover page of the application must include the official name of your school as it would be announced to the media and engraved on your award plaque if it is selected as a Distinguished School. Current school and district mailing, phone and fax information is needed.

The 14-digit CDS code is the official county-district-school code by which your school is referenced in all state databases. The CDS code is available from your district office, or may be found in the *1999 California Public School Directory*.

Note that the cover page for the application requires the signatures of the principal and the district superintendent (or an authorized designee). These signatures certify that they have reviewed the content of the application and certify that it is accurate.

The names of your *State Assembly* member and *State Senator* are requested so the CDE can notify them if you are selected as a Distinguished School. Most legislators provide additional recognition honors to the award winners in their districts. The CDE also informs U.S. Senators Dianne Feinstein and Barbara Boxer of the Distinguished School Award winners, and those offices also send congratulations.

SCHOOL DIRECTIONS—The application requests that you provide directions to your school to be used by the site visit review team members if your school is selected as a statewide nominee. The site visit team will be scheduled by your county office and will typically include county, CDE, district, and school educators from counties or school districts other than your own.

SECTION I

BACKGROUND AND DEMOGRAPHIC DATA—This section of the application is designed to provide the reader with accurate, up-to-date information about your school and the community it serves. This information includes geographic location (urban, rural, etc.), numbers of students, the socioeconomic and ethnic composition of your student population, languages spoken, student mobility, students receiving special services, significant changes during the past 5 years, number of teachers, administrators, and classrooms, and school facilities. *Note that the application directs you to provide the most current information, which may differ from your most recent CBEDS submission.*

This information will provide the reader with a comprehensive context in which to evaluate the narrative description of your school's learning environment and educational programs. The scoring rubric specifically refers the application evaluators to this demographic data in some questions. Please note: In response to frequent inquiries, a school will not be "penalized" if there are no (or very few) English language learner students or other special needs students present. Clearly describe your situation for the evaluator so there is no misunderstanding.

SECTION II

SCHOOL SYNOPSIS—Provide a brief summary of the highlights of your school which will assist the evaluator by defining a context for the information presented in Section III (Programs and Processes). In addition to being included in the application package, a copy of the Synopsis must also be provided on diskette or transmitted by e-mail. If your school is selected as a Distinguished School, the Synopsis will be provided to the media and included in a publication. For additional information refer to the TECHNICAL SPECIFICATIONS (previous page).

COMPLETING THE APPLICATION

SECTION III: PART A

COLLABORATIVE PREPARATION OF THE APPLICATION—Principals are expected to invite a team of individuals that represent the entire school community—administrators, teachers, staff, family members, community members and organizations, business partners, and students to participate in the preparation of the application. Names and titles are required. Many of the questions will require reflection, research, discussion, and consensus among the team. Information about the development of the school narrative and who participated is required on page 8 and considered in scoring. If the school is selected as a statewide nominee, the school should be prepared to invite a representative sample of the people listed to be interviewed by the review team in order to validate the application.

SECTION III: PART B

PROGRAM CRITERIA—The overall framework of selection criteria for the School Recognition Program is contained in the application questions and the corresponding pages of the scoring rubric. Each page of the scoring rubric presents quality statements with which to judge one of the application questions in Section III. The application questions are repeated at the top of each corresponding scoring rubric page. The criteria are organized into nine required categories, plus one optional category.

1. *Vision and Standards*
2. *Student Assessment*
3. *Curriculum Content and Instructional Practices*
4. *Teacher Professionalism*
5. *Integration of Technology*
6. *At Risk Students and Special Needs Students*
7. *Safe and Healthy Schools and Coordinated Services*
8. *Family Involvement*
9. *Community Connections*
10. *(Optional—Special Emphasis Area) Arts Education*

ELEMENTS OF A STRONG RESPONSE—The application should accurately describe your school and the community it serves, and reflect the school demographics described in Section I of the application. The information will be subject to validation in a site visit if the school is selected as a statewide nominee.

In order to receive a high score, it is very important to make sure that all parts of each question are answered (i.e., each area of the rubric addressed). Include specific examples to support your responses. Provide a vivid, illustrative example or description for the evaluator to “picture” what happens at the school, why, and who is involved, etc.—not generalized statements such as “we do that.” Re-stating the language in the rubric or generalized statements will generate a rating of “two” on the four-point rubric.

The application questions consistently direct writers to “use school-specific examples and other evidence to support the description.” Such evidence may include, but is not limited to, statistics and other quantitative data; examples of how a program or activity operates; who does what; who was affected; anecdotes; quotes; citations; etc. Quantitative data always strengthens responses—“There is a high level of parent involvement” vs. “Last school year our volunteer logs document that over 60,000 hours were volunteered by families and community members. Volunteer activities included x, y, and z.”

COMPLETING THE APPLICATION

SECTION III: PART B (Continued)

CROSS REFERENCING—The school’s writing team will decide how much space to allocate to each response within the overall limitation of eleven (11) pages. In order to make maximum use of limited space, do not repeat the same information for different questions. Because many of the questions are closely related as the issues are in the “real life” of a school, it is recommended that you cross-reference to conserve space and avoid repetition. However, you should address the question clearly before referring to additional information in related questions and specify its location for the evaluator. Many evaluators are unwilling to spend a substantial amount of time “searching” through an application for evidence not contained in a response or reference.

EDITING—A competitive application process, by nature, gives preference to a clear and concise writing style. It is strongly recommended that one person with superior writing skills edit the application, with input from representative groups within the school community. There must be school-wide input, written by a collaborative group, but the final application should speak to the reader with a “single voice.”

The quality of the written presentation influences the reviewers’ assessment. Therefore it is important to designate a competent editor to assist with the final document. Preparation of Section III, Part A requests the names and titles of those who participated. A description of that process is required and scored as part of Question 1.

The principal is responsible for ensuring the accuracy and completeness of the final document. The principal should personally ensure that all nomination questions have been fully and accurately answered; that formatting of the nomination complies with Technical Specifications, that photocopying has not resulted in missing or non-sequential pages, and that proper shipment of all eight (8) copies occurs according to the prescribed timeline.

SECTION III: PART C

SPECIAL EMPHASIS AREA—This year for the first time, the Distinguished School application includes an optional Special Emphasis area. This new element is closely modeled after the National Blue Ribbon Schools Program. The focus of the 1999-2000 Special Emphasis Area is *Arts Education*. By responding to Question 10, schools apply for special recognition for their arts education program. The Special Emphasis area is optional. Schools may choose not to respond to Question 10 and the evaluation of their Distinguished School application *will not be affected*. Schools may be selected for special recognition of their arts programs whether or not they are selected as Distinguished Schools.

SUBMITTING THE APPLICATION

WHEN AND WHERE

The 1999-2000 Distinguished School application must be received in the CDE by 5:00 PM on Friday, December 17. The application cannot be accepted by E-mail. We recommend that you send the application package by registered mail, UPS, Federal Express, or another method that allows the package to be tracked in case it goes astray during the holiday mail season. The CSRP mailing address is listed below.

California Department of Education Office of Policy and Evaluation California School Recognition Program 721 Capitol Mall—4th Floor Sacramento, CA 95814	Attention: Karen Heiner
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For schools that prefer to hand-carry their applications to the CDE, the Security Desk on the first floor of the Education Building at 721 Capitol Mall is accessible between the hours of 8:00AM and 5:00 PM. A special bin will be designated for Distinguished School application drop-off the week of December 13th, or you are welcome to visit the CSRP office on the fourth floor of the Education Building. Directions and suggestions for parking are posted on the CSRP Web site at <http://www.cde.ca.gov/oep/csrp>.

PRELIMINARY REVIEW AND CONFIRMATION OF APPLICATIONS

Applications will be screened for completeness by the School Recognition Program staff. If covers, attachments, or additional pages of narrative are added beyond those specified, the additional pages and/or attachments will be removed before the evaluators read the application.

You will be notified by CDE only if additional information is needed or the format is unacceptable. If the application is incomplete or the format unacceptable the CDE will request that you provide additional information. ***Therefore, it is extremely important that you provide either an E-mail address or telephone number so the CDE can reach the principal or designated contact person during the holiday break to resolve problems in the application.***



CALIFORNIA SCHOOL RECOGNITION PROGRAM 2000 ELEMENTARY SCHOOL APPLICATION

Check Applicable Box:

Special Emphasis Area (Arts Education) Submission?

☐ Yes ☐ No

Official School Name: _____

(If your school receives an award, this name will be used for the News Release and the engraved award plaque.)

County _____

District _____

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County/District/School Code (14 digits)

(Refer to the 1999 California Public School Directory)

Principal _____

School Mailing Address _____

City _____

Zip _____

() _____

Telephone Number _____

Ext. _____

Website (URL) _____

() _____

Fax Number ☐ School ☐ District

E-mail _____

Alternate E-mail or Telephone Number for December 17 – January 7: _____

I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate.

Principal's Signature _____

Date _____

District Superintendent _____

() _____

Telephone Number _____

District Mailing Address _____

City _____

Zip _____

I have reviewed the information contained in this application and, to the best of my knowledge, it is accurate.

District Superintendent's Signature or Authorized Designee _____

Date _____

List the names of your school's California *state* legislative representatives:

State Senator: _____ State Assembly Member: _____

DIRECTIONS TO YOUR SCHOOL

If your school is selected to receive a site visit, the review team members will need directions to your school.

County: _____ District: _____

School: _____

Street Address: _____

City: _____ Zip: _____

Principal: _____ Work Telephone: (____) _____

Name and location of the closest airport: _____

Identify major freeway access: _____

Please provide detailed directions indicating the surface streets that lead to your school in the space provided below:

SECTION I. BACKGROUND AND DEMOGRAPHIC DATA

DISTRICT

1. Total number of students (PreK-12)* enrolled in the district: _____
2. Number of schools in the district: _____ Elementary schools
_____ Middle schools
_____ High schools (comprehensive and continuation)
_____ Total

SCHOOL

4. Category that best describes the area where your school is located:

☐ Urban or large central city ☐ Suburban with characteristics typical of an urban school ☐ Suburban
☐ Small city or town in a rural area ☐ Rural

5. Number of years the principal has been in her/his position at this school? _____

If less than three years, how long was the previous principal at this school? _____

6. Number of students enrolled at each grade level or its equivalent in your school:

PreK	_____	K	_____	1st	_____	2nd	_____	3rd	_____	
4th	_____	5th	_____	6th	_____	7th	_____	8th	_____	
									Total	_____

7. Students whose families receive Aid for Dependent Children (AFDC) assistance: _____ %
_____ Total Number

Students who qualify for free/reduced price lunches: _____ %
_____ Total Number

If this is not an accurate estimate of the students from low-income families at your school, specify a more accurate estimate, tell why you chose it, and explain how you arrived at the estimate. (Attach separate page as 3a)

* Include pre-Kindergarteners only if your school and/or district operates PreK programs.

SECTION I. BACKGROUND AND DEMOGRAPHIC DATA

8. Racial/ethnic composition of the students in your school:

_____ % African American, not Hispanic	_____ % Hispanic or Latino
_____ % American Indian or Alaskan Native	_____ % Pacific Islander
_____ % Asian	_____ % White, not Hispanic
_____ % Filipino	_____ % Multiple or no response
Total number of students _____	

9. Does your school have students who are enrolled in programs for English language learners? ☐ Yes ☐ No

If yes, please indicate the languages spoken and number of students for each.

<u>Primary Language</u>	<u># of Students</u>	<u>Primary Language</u>	<u># of Students</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(Attach an additional page if necessary)

10. What is the student mobility rate at your school? _____

Give a brief explanation of how this rate is determined.

11. Students receiving special education services: _____ %
 _____ Number Served

If there are Special Education students who attend your school from other areas within the district or county, your Special Education students are served at another site, or any other special circumstances, attach an additional page (4a) that provides a brief explanation. Include reference to this issue in your response to Question 6, *Teaching and Learning: At Risk Students and Special Needs Students*.

SECTION I. BACKGROUND AND DEMOGRAPHIC DATA

12. Describe any significant changes in the data reported in items 4-11 that have occurred during the past five years and explain why the changes occurred.

13. Indicate the full-time and part-time staff members in each of the categories below.

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	_____	_____
Classroom teachers	_____	_____
Special resource teachers/specialists	_____	_____
Paraprofessionals	_____	_____
Support staff	_____	_____
Total number	_____	_____

14. Total number of classrooms in the school _____

15. When was the school built? _____

Date of any major renovation _____

If the school has been renovated, briefly describe the nature of the renovation.

SECTION I. BACKGROUND AND DEMOGRAPHIC DATA

The following information is used for internal CDE coordination with program units, and to respond to information requests from stakeholder organizations. *It will not be used in the application scoring process.*

Please indicate if any of the following apply to this school.

☐ California Distinguished School

_____ Year(s)

☐ National Blue Ribbon School

_____ Year(s)

☐ Charter School

☐ Magnet School (Describe)_____

☐ Participating in Class Size Reduction
Grade levels_____

☐ Multi-Track Year-Round School

☐ Healthy Start grant recipient

☐ IASA Title I Funding

☐ School-Based Coordinated Program

☐ Pre-school on-site

☐ After-school daycare or latchkey program

☐ Parent-Teacher Association (PTA) unit

☐ **None of the above**

SECTION II: SCHOOL SYNOPSIS

Please provide a brief, coherent snapshot of your school. If your school is recognized, your *School Synopsis* will be made available to the press. Also, it will become part of a publication describing the 2000 Distinguished Schools. The evaluators will not rate the summary statement, but it will provide them with important background information for understanding your school. Limit your summary to one (1) page. Include the school name centered above your summary as well as the principal's name and telephone number in the upper right-hand corner of the page.

Describe your school highlighting your vision, the school's tradition and milestones, and the nature of the community and students served using the main topics in Section III-B. Summarize your strengths and accomplishments focusing on what makes your school a unique and successful place worthy of Distinguished School status. Omit references as to how deserving the school is of the award.

To facilitate this task, we ask that you provide us with an additional copy of your *School Synopsis*, either as an e-mail attachment to kheiner@cde.ca.gov, or by mailing a 3½" computer diskette. Please refer to the Technical Specifications for additional information.

PART A. COLLABORATIVE PREPARATION OF THE APPLICATION

Name

Position/Title

Note: If your school is selected to receive a site visit, the review team will expect some of these school community members to participate in site visit interviews and to be familiar with the contents of the application.

SECTION III. PROGRAM CRITERIA: SCHOOL PROGRAMS AND PROCESSES

PART B. PROGRAM CRITERIA

Limit your **total response** for the main narrative section, questions 1-9, to **eleven (11) pages**. Space not used for one question may be used for others. For the optional Special Emphasis Area, a maximum of two (2) additional pages are allowed. Please refer to the Technical Specifications for additional formatting instructions. Make sure that your description is an accurate portrayal that can be validated in a site visit if your school is selected as a statewide nominee.

In all sections of the rubric, *school community* is meant to include *administrators, teachers, other school staff, family members, business partners, community members, and where appropriate, students*. Schools should be able to discuss those groups when responding to questions that ask about *school community*. Application evaluators will expect to see them mentioned.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

Vision and Standards

1. Describe the process used by your *school community* to establish and communicate a common vision of what students should know, understand, and be able to do upon leaving elementary school. Indicate the roles played by members of your school community. Describe how the school and district have developed rigorous content and performance standards and are implementing them. Describe how you ensure that local standards are at least as rigorous as state standards. Describe how the school and district examine and use student assessment results to ensure progress toward achievement of standards. Discuss how you plan and set annual goals to improve or adjust school programs to help all students achieve standards. Explain how student assessment results and school information are communicated to the community. ***Note: This section will be weighted twofold in the application scoring process.***

Student Assessment

2. Describe how the school and district examine student assessment results at the school and classroom levels to ensure progress in student achievement using examples in language arts and mathematics. Describe your methods of student assessment, how they are aligned with your standards, and how you use disaggregated assessment results to demonstrate how well students are meeting your standards. Show how teachers use assessment information to modify curriculum and instruction to improve student achievement. Describe how students are involved in the analysis of their own work. Describe how the progress of special needs students is assessed including English language learners. ***Local assessment methods may include, but are not limited to writing samples; teacher evaluation of student work (grades, records, checklists, portfolios); district-developed assessments; alternative primary language assessments; criterion-referenced assessments; publishers' norm-referenced tests; and assessments linked to instructional materials. State law mandates state-level assessment using the Standardized Testing and Reporting (STAR) system which includes the Stanford 9th edition, (SAT 9).***

SECTION III. PROGRAM CRITERIA: SCHOOL PROGRAMS AND PROCESSES

TEACHING AND LEARNING

Curriculum Content and Instructional Practices

3. Describe how the school provides a comprehensive and balanced curriculum in all subject areas that is articulated across grade levels, and articulated with preschool (where possible) and the middle school. Use examples from language arts *or* math to describe how the curriculum is aligned with the district/school content and performance standards. Describe how all students are provided with challenging learning experiences. Describe curriculum development and the selection of instructional materials in the school. Describe the library media services that support the curriculum and learning activities. *Note: This section will be weighted twofold in the application scoring process.*

Teacher Professionalism

4. Describe the processes that support teacher professionalism. Describe professional development activities using examples in language arts and mathematics, who participates in them, and how the activities are selected and evaluated. Discuss how new teachers are selected and supported. Describe the opportunities that are available for teachers to collaborate, broaden their knowledge, participate in decision making and share information with preschool and middle school teachers. *Professional development activities should reflect awareness of the California Standards for the Teaching Profession—(1) engaging and supporting all students in learning; (2) effective learning environments; (3) understanding and organizing subject matter; (4) instruction and learning experiences for all children; (5) assessing student learning; and (6) developing as a professional educator. Support for new teachers should reflect awareness of the California Standards for the Quality and Effectiveness of Beginning Teacher Support and Assessment Programs—formative assessment of new teachers; individualized induction plans; use of support providers; and a variety of formal training activities. Discussion may also include, but is not limited to, leadership academies; Subject Matter Projects; networks and consortia; professional organizations; the Bilingual Teacher Training Program; and teacher education institutes.*

Integration of Technology

5. Discuss the overall plan for integrating technology into the total school program, and how the plan is evaluated and updated. Describe how you select, procure and utilize technology. Describe how you collaborate and share resources with family, community, business, and regional networks, etc., to maximize technology integration. Describe the extent of electronic networking infrastructure throughout the site and beyond. Discuss training for effective use of technology in teaching and learning, and the accommodations you have made to ensure appropriate technical assistance on site. Describe how students, teachers, support staff, families, and community members are able to utilize various learning resources. Include examples of usage data (*e.g., the number of computers, frequency of usage, population of users, etc.*)

At Risk and Special Needs Students

6. Identify the at risk student and special needs student populations at your school. Describe the learning support services and personalized assistance provided to those groups of students. Describe the programs and strategies used by the school to ensure access to and success in the regular curriculum. Include evidence that the learning support services are showing success. Describe support for school staff to assist students with disabilities to achieve IEP goals, progress in the regular curriculum, and be educated with non-disabled students. *Special needs students and at risk students include gifted and talented students; English language learners; students with disabilities; students not meeting the school's content and performance standards; retained students or students at risk of retention; and students who do not attend school regularly.*

SECTION III. PROGRAM CRITERIA: SCHOOL PROGRAMS AND PROCESSES

SUPPORT FOR STUDENT LEARNING

Safe and Healthy Schools and Coordinated Services

7. Describe strategies to ensure a safe, clean, and secure learning environment that reflects the importance of education in our society. Describe programs and strategies to ensure that the school is free from drugs, alcohol, tobacco, crime, and violence. Describe programs and strategies to promote healthy student behaviors and positive character traits. Discuss standards for student behavior and strategies for conflict resolution. Describe how indicators of success for school environment factors are measured. Discuss how the school supports the coordination of health, social, and law enforcement services for students and families in the community. Provide evidence of success (e.g., examples, statistics) in these areas. Describe the school's physical environment.

PARTNERSHIPS AMONG FAMILIES, SCHOOLS AND COMMUNITIES

Family Involvement

8. Describe the strategies and activities used to ensure that families—which may include parents, grandparents, aunts, uncles, foster parents, stepparents, guardians, or other caregivers—are collaborative partners in the education of their children. Describe how members of the school community are prepared to work together for the benefit of the children. Describe how the school communicates with families and encourages communication from them, including those who are not fluent in English if there are other language groups in the community. If the community is culturally diverse, discuss how the diversity of students' families is acknowledged. *Discussion may include, but is not limited to, strategies and activities that you use to support families in their roles as leaders and decision makers in school programs and policies; as teachers and supporters of their children's learning; as communicators between the home and the school about their children's progress; and as informed consumers of the educational and support services provided by the school and the broader community.*

Community Connections

9. Describe the school-community partnerships that support student learning, strengthen curriculum, and expand student learning experiences. Discuss the relationships the school has developed with other schools and in the surrounding community. Describe the effects that these relationships have on students and the school. Discuss opportunities provided for students to learn about careers and to understand the connection between school and careers. Describe the school's efforts to engage the interest of the non-parent community, i.e., those who do not have children in the school, and involve them in school activities. *The "surrounding community" may include, but is not limited to, other elementary, middle, and/or high schools; community agencies; law enforcement; service and fraternal organizations; associations and clubs; businesses and industries; government agencies (eg., state and federal forestry, wildlife, and agricultural agencies, National Weather Service, etc.); churches; colleges and universities; and other entities unique to the area.*

SECTION III. PROGRAM CRITERIA: SCHOOL PROGRAMS AND PROCESSES

PART C. SPECIAL EMPHASIS AREA (OPTIONAL)

Schools may apply for special honors in the Special Emphasis Area of Arts Education. This section is optional, and will not be included in the overall scoring of the Distinguished School application. Limit the narrative for this section to no more than two (2) pages. Although some arts education items may overlap with other sections of the rubric, discussion of the arts education program should be extended and elaborated upon here. Schools may cross-reference from other discussions to this section, but the Special Emphasis section should be able to stand alone to facilitate expert review. An expert review panel of arts educators will be looking for programs that are comprehensive, standards-based, creative, innovative, and fully implemented so that they may serve as models for other schools. The panel will consider such equity issues as the inclusion of students with disabilities and English language learners. Schools may be selected for special recognition of their arts programs whether or not they are selected as Distinguished Schools.

Arts Education (Optional)

10. Describe the arts program provided at the school, including levels of instruction at various grade levels. If appropriate, discuss how it is coordinated with other schools in a district-wide program. Provide information about student participation in the program. Discuss how all students are provided the opportunity to acquire the knowledge and learn the skills intrinsic to the arts as well as the inter-relationship of the arts with other academic disciplines. Discuss the ongoing process of evaluating the program and how results are used for program improvement and professional development. Describe specialized instructors, and the professional development provided to them and to regular classroom teachers. Provide information about administrative and financial support for arts education. Discuss the involvement of families in the program. Describe partnerships with the local arts community and learning opportunities for students outside the classroom.